

Section E: Program Matrix

Program Review Matrix School Psychology			
National Association of School Psychologists (NASP) Standard II: Domains of Psychology Training and Practice Domain 1: Data-Based Decision-Making and Accountability: School psychologists have knowledge of varied models and methods of assessment that yield information useful in identifying strengths and needs, in understanding problems, and in measuring progress and accomplishments. School psychologists use such models and methods as part of a systematic process to collect data and other information, translate assessment results into empirically-based decisions about service delivery, and evaluate the outcomes of services. Data-based decision-making permeates every aspect of professional practice.			Rubric Score (Evaluator use only).
<i>Provide information and evidence that students meet this NASP Standard. Address at the overall standard level, not standard indicators.</i>			
Course Where Standard Is Assessed	Field Experience Where Standard Is Assessed	Artifacts/Evidence What artifact is used to provide evidence the standard has been met? (quantitative/qualitative)	

Data – Provide summary of data collected to provide evidence that candidates meet NASP Domain 1. Scoring rubrics and candidate work samples will be required at the site visit. This element should be addressed at the overall standard level, not standard indicators. Please provide information in graphic and/or narrative format below, as appropriate for the type of assessment.

**Program Review Matrix
School Psychology**

National Association of School Psychologists (NASP) Standard II: Domains of Psychology Training and Practice Domain 2: Consultation and Collaboration: School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels.			Rubric Score (Evaluator use only).
<i>Provide information and evidence that students meet this NASP Standard. Address at the overall standard level, not standard indicators.</i>			
Course Where Standard Is Assessed	Field Experience Where Standard Is Assessed	Artifacts/Evidence What artifact is used to provide evidence the standard has been met? (quantitative/qualitative)	

Data – Provide summary of data collected to provide evidence that candidates meet NASP Domain 2. Scoring rubrics and candidate work samples will be required at the site visit. This element should be addressed at the overall standard level, not standard indicators. Please provide information in graphic and/or narrative format below, as appropriate for the type of assessment.

**Program Review Matrix
School Psychology**

National Association of School Psychologists (NASP) Standard II: Domains of Psychology Training and Practice Domain 3: Effective Instruction and Development of Cognitive/Academic Skills: School psychologists have knowledge of human learning processes, techniques to assess these processes, and direct and indirect services applicable to the development of cognitive and academic skills. School psychologists, in collaboration with others, develop appropriate cognitive and academic goals for students with different abilities, disabilities, strengths, and needs; implement interventions to achieve those goals; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, instructional interventions and consultation.			Rubric Score (Evaluator use only).
<i>Provide information and evidence that students meet this NASP Standard. Address at the overall standard level, not standard indicators.</i>			
Course Where Standard Is Assessed	Field Experience Where Standard Is Assessed	Artifacts/Evidence What artifact is used to provide evidence the standard has been met? (quantitative/qualitative)	

Data – Provide summary of data collected to provide evidence that candidates meet NASP Domain 3. Scoring rubrics and candidate work samples will be required at the site visit. This element should be addressed at the overall standard level, not standard indicators. Please provide information in graphic and/or narrative format below, as appropriate for the type of assessment.

**Program Review Matrix
School Psychology**

National Association of School Psychologists (NASP) Standard II: Domains of Psychology Training and Practice Domain 4: Socialization and Development of Life Skills: School psychologists have knowledge of human developmental processes, techniques to assess these processes, and direct and indirect services applicable to the development of behavioral, affective, adaptive, and social skills. School psychologists, in collaboration with others, develop appropriate behavioral, affective, adaptive, and social goals for students of varying abilities, disabilities, strengths, and needs; and evaluate the effectiveness of interventions. Such interventions include, but are not limited to, consultation, behavioral assessment/intervention, and counseling.			Rubric Score (Evaluator use only).
<i>Provide information and evidence that students meet this NASP Standard. Address at the overall standard level, not standard indicators.</i>			
Course Where Standard Is Assessed	Field Experience Where Standard Is Assessed	Artifacts/Evidence What artifact is used to provide evidence the standard has been met? (quantitative/qualitative)	

Data – Provide summary of data collected to provide evidence that candidates meet NASP Domain 4. Scoring rubrics and candidate work samples will be required at the site visit. This element should be addressed at the overall standard level, not standard indicators. Please provide information in graphic and/or narrative format below, as appropriate for the type of assessment.

**Program Review Matrix
School Psychology**

National Association of School Psychologists (NASP) Standard II: Domains of Psychology Training and Practice Domain 5: Student Diversity in Development and Learning: School psychologists have knowledge of individual differences, abilities, and disabilities and of the potential influence of biological, social, cultural, ethnic, experiential, socioeconomic, gender-related, and linguistic factors in development and learning. School psychologists demonstrate the sensitivity and skills needed to work with individuals of diverse characteristics and to implement strategies elected and/or adapted based on individual characteristics, strengths, and needs.			Rubric Score (Evaluator use only).
<i>Provide information and evidence that students meet this NASP Standard. Address at the overall standard level, not standard indicators.</i>			
Course Where Standard Is Assessed	Field Experience Where Standard Is Assessed	Artifacts/Evidence What artifact is used to provide evidence the standard has been met? (quantitative/qualitative)	

Data – Provide summary of data collected to provide evidence that candidates meet NASP Domain 5. Scoring rubrics and candidate work samples will be required at the site visit. This element should be addressed at the overall standard level, not standard indicators. Please provide information in graphic and/or narrative format below, as appropriate for the type of assessment.

**Program Review Matrix
School Psychology**

National Association of School Psychologists (NASP) Standard II: Domains of Psychology Training and Practice Domain 6: School and Systems Organization, Policy Development, and Climate: School psychologists have knowledge of general education, special education, and other educational and related services. They understand schools and other settings as systems. School psychologists work with individuals and groups to facilitate policies and practices that create and maintain safe, supportive, and effective learning environments for children and others.			Rubric Score (Evaluator use only).
<i>Provide information and evidence that students meet this NASP Standard. Address at the overall standard level, not standard indicators.</i>			
Course Where Standard Is Assessed	Field Experience Where Standard Is Assessed	Artifacts/Evidence What artifact is used to provide evidence the standard has been met? (quantitative/qualitative)	

Data – Provide summary of data collected to provide evidence that candidates meet NASP Domain 6. Scoring rubrics and candidate work samples will be required at the site visit. This element should be addressed at the overall standard level, not standard indicators. Please provide information in graphic and/or narrative format below, as appropriate for the type of assessment.

**Program Review Matrix
School Psychology**

National Association of School Psychologists (NASP) Standard II: Domains of Psychology Training and Practice Domain 7: Prevention, Crisis Intervention, and Mental Health: School psychologists have knowledge of human development and psychopathology and of associated biological, cultural, and social influences on human behavior. School psychologists provide or contribute to prevention and intervention programs that promote the mental health and physical well-being of students.			Rubric Score (Evaluator use only).
<i>Provide information and evidence that students meet this NASP Standard. Address at the overall standard level, not standard indicators.</i>			
Course Where Standard Is Assessed	Field Experience Where Standard Is Assessed	Artifacts/Evidence What artifact is used to provide evidence the standard has been met? (quantitative/qualitative)	

Data – Provide summary of data collected to provide evidence that candidates meet NASP Domain 7. Scoring rubrics and candidate work samples will be required at the site visit. This element should be addressed at the overall standard level, not standard indicators. Please provide information in graphic and/or narrative format below, as appropriate for the type of assessment.

**Program Review Matrix
School Psychology**

National Association of School Psychologists (NASP) Standard II: Domains of Psychology Training and Practice Domain 8: Home/School/Community Collaboration: School psychologists have knowledge of family systems, including family strengths and influences on student development, learning, and behavior, and of methods to involve families in education and service delivery. School psychologists work effectively with families, educators, and others in the community to promote and provide comprehensive services to children and families.			Rubric Score (Evaluator use only).
<i>Provide information and evidence that students meet this NASP Standard. Address at the overall standard level, not standard indicators.</i>			
Course Where Standard Is Assessed	Field Experience Where Standard Is Assessed	Artifacts/Evidence What artifact is used to provide evidence the standard has been met? (quantitative/qualitative)	

Data – Provide summary of data collected to provide evidence that candidates meet NASP Domain 8. Scoring rubrics and candidate work samples will be required at the site visit. This element should be addressed at the overall standard level, not standard indicators. Please provide information in graphic and/or narrative format below, as appropriate for the type of assessment.

**Program Review Matrix
School Psychology**

National Association of School Psychologists (NASP) Standard II: Domains of Psychology Training and Practice Domain 9: Research and Program Evaluation: School psychologists have knowledge of research, statistics, and evaluation methods. School psychologists evaluate research, translate research into practice, and understand research design and statistics in sufficient depth to plan and conduct investigations and program evaluation for improvement of services.			Rubric Score (Evaluator use only).
<i>Provide information and evidence that students meet this NASP Standard. Address at the overall standard level, not standard indicators.</i>			
Course Where Standard Is Assessed	Field Experience Where Standard Is Assessed	Artifacts/Evidence What artifact is used to provide evidence the standard has been met? (quantitative/qualitative)	

Data – Provide summary of data collected to provide evidence that candidates meet NASP Domain 9. Scoring rubrics and candidate work samples will be required at the site visit. This element should be addressed at the overall standard level, not standard indicators. Please provide information in graphic and/or narrative format below, as appropriate for the type of assessment.

**Program Review Matrix
School Psychology**

National Association of School Psychologists (NASP) Standard II: Domains of Psychology Training and Practice Domain 10: School Psychology Practice and Development: School psychologists have knowledge of the history and foundations of their profession: of various service models and methods; of public policy development applicable to services to children and families; and or ethical, professional, and legal standards. School psychologists practice in ways that are consistent with applicable standards, are involved in their profession, and have the knowledge and skills needed to acquire career-long professional development.			Rubric Score (Evaluator use only).
<i>Provide information and evidence that students meet this NASP Standard. Address at the overall standard level, not standard indicators.</i>			
Course Where Standard Is Assessed	Field Experience Where Standard Is Assessed	Artifacts/Evidence What artifact is used to provide evidence the standard has been met? (quantitative/qualitative)	

Data – Provide summary of data collected to provide evidence that candidates meet NASP Domain 10. Scoring rubrics and candidate work samples will be required at the site visit. This element should be addressed at the overall standard level, not standard indicators. Please provide information in graphic and/or narrative format below, as appropriate for the type of assessment.

Program Review Matrix School Psychology			
National Association of School Psychologists (NASP) Standard II: Domains of Psychology Training and Practice Domain 11: Information Technology: School psychologists have knowledge of information sources and technology relevant to their work. School psychologists access, evaluate, and utilize information sources and technology in ways that safeguard or enhance the quality of services.			Rubric Score (Evaluator use only).
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Course Where Standard Is Assessed	Field Experience Where Standard Is Assessed	Artifacts/Evidence What artifact is used to provide evidence the standard has been met? (quantitative/qualitative)	

Data – Provide summary of data collected to provide evidence that candidates meet NASP Domain 11. Scoring rubrics and candidate work samples will be required at the site visit. This element should be addressed at the overall standard level, not standard indicators. Please provide information in graphic and/or narrative format below, as appropriate for the type of assessment.

NASP Standard III Field Experience/Internship			Rubric Score (Evaluator use only).
<p>School psychology candidates have the opportunities to demonstrate, under conditions of appropriate supervision, their ability to apply their knowledge, to develop specific skills needed for effective school psychological service delivery, and to integrate competencies that address the domains of professional preparation and practice outlined in these standards and the goals and objectives of their training program.</p> <p>3.1 Supervised practica and internship experiences are completed for academic credit or are otherwise documented by the institution. Closely supervised practica experiences that include the development and evaluation of specific skills are distinct from and precede culminating internship experiences that require the integration and application of the full range of school psychology competencies and domains.</p> <p>3.2 The internship is collaboration between the training program and field site that assures the completion of activities consistent with the goals of the training program. A written plan specifies the responsibilities of the training program and internship site in providing supervision, support, and both formative and summative performance-based evaluation of intern performance.</p> <p>3.3 The internship is completed on a full-time basis over one year or on a half-time basis over two consecutive years. At least 600 hours of the internship are completed in a school setting.</p> <p>3.4 Interns receive an average of at least two hours of field-based supervision per full-time week from an appropriately credentialed school psychologist.</p> <p>3.5 The internship placement agency provides the appropriate support for the internship experiences including:</p> <ul style="list-style-type: none"> a) a written agreement specifying the period of appointment and any terms of compensation b) a schedule of appointments, expense reimbursement, a safe and secure work environment, adequate office space, and support services consistent with the afforded agency school psychologists c) provision for participation in continuing professional development activities d) release time for internship supervision e) a commitment to the internship as a diversified training experience 			
<i>Provide information and evidence that students meet this NASP Standard. Address at the overall standard level, not standard indicators.</i>			
Course Where Standard Is Assessed	Field Experience Where Standard Is Assessed	Artifacts/Evidence What artifact is used to provide evidence the standard has been met? (quantitative/qualitative)	

Data - Provide summary of data collected to provide evidence that candidates meet NASP Standard III. Scoring rubrics and candidate work samples will be required at the site visit. This element should be addressed at the overall standard level, not standard indicators. Please provide information in graphic and/or narrative format below, as appropriate for the type of assessment.

NASP Professional Work Characteristics The candidate's professional work characteristics will be evaluated and verified by the school psychology training program through information collected during courses, practica, internship, and other appropriate means. Professional work characteristics will include: <ol style="list-style-type: none"> 1. Respect for human diversity 2. Communication skills 3. Effective interpersonal relations 4. Ethical responsibility 5. Adaptability 6. Initiative and dependability 			Rubric Score (Evaluator use only).
<i>Provide information and evidence that students meet this NASP Standard. Address at the overall standard level, not standard indicators.</i>			
Course Where Standard Is Assessed	Field Experience Where Standard Is Assessed	Artifacts/Evidence What artifact is used to provide evidence the standard has been met? (quantitative/qualitative)	

Data - Provide summary of data collected to provide evidence that candidates meet NASP Professional Work Characteristics. Scoring rubrics and candidate work samples will be required at the site visit. This element should be addressed at the overall standard level, not standard indicators. Please provide information in graphic and/or narrative format below, as appropriate for the type of assessment.